

## About the Textbook

The textbook for class 1 has been developed keeping the following as the learning outcomes expected from the learners at the end of the academic year.

### Academic Standards

At the end of the academic year the children are expected to achieve certain academic standards. The everyday classroom transaction should ensure the achievement of the academic standards among children. The following are the six broad categories of the Academic Standards.

1. Listening and Responding
2. Reading Comprehension
3. Vocabulary
4. Conventions of Writing
5. Creative Expression (Oral and Written Discourses)

The learners in class 1 are expected to listen, to narratives, descriptions, songs and dialogues, read them graphically and construct the following discourses both orally and in the written form (possibly by virtue of graphic writing).

1. Descriptions (objects, persons and places)
2. Conversations with at least two exchanges related to their likes, dislikes, needs, etc.
3. Story containing at least one event and a dialogue
4. Rhymes / Songs by substituting words or phrases

### Salient Features of the new Textbook in class I

1. The book contains 7 units each unit dealing with a specific theme but all the units together making a story. Each unit begins with a warm up activity involving children in reading a picture and talking about it after which they will be colouring it.
2. This is followed by a big picture which spreads on two pages. This makes an entry point to the story narrated in the unit. It also contains a number of objects. The gist of the story to be narrated by teacher is given in a box at the top of the page. There are also a few questions for interaction.

3. The narrative that is presented to the learners runs through the pages that follow the big picture. Each page deals with a major episode in the story and has its own sub title. The gist of the narrative related to each page is given at the top of the page. The full narrative is given in the teachers' manual. Most of the questions given on the pages are meant for eliciting the perception and divergent thinking of the learners. Certain letters on each page have been highlighted using different colours so that they will leave visual imprints in the minds of the learners.
4. Some of the pages contain rhymes / songs which make an integral part of the story. These rhymes and songs have a lot of potential for generating more lines with the involvement of the children.
5. Each unit also contains a few activities meant for the learning of vocabulary and spelling. The vocabulary activity ends up with evolving a concept map on themes such as family, vehicles, places, animals, birds, things I like, etc.
6. Towards the end of the unit there is a section for revisiting the letters of the alphabet linked with objects that children are already familiar with (either through their previous experience or by virtue of the learning experience they have undergone in the class).
7. Efforts have been taken to ensure that the learners get holistic input of language rather than fragmentary one in terms of language elements, vocabulary items, etc. The language elements are presented in a spiral mode.

### **Assessment**

Language learning is a continuous process and its assessment is not a distinct activity from learning. Since learning is facilitated through group discussions, peer discussions and individually, assessment also operates at the individual level, in peers and in groups. This will help the learners to compare their strengths and weakness and make modifications in their learning. We propose Continuous and Comprehensive Assessment at all levels of language learning.

There are two types of assessment. One is formative and the other is summative.

### **Guidelines for Formative Assessment**

Formative assessment is done based on four tools that cover all the language competencies (academic standards). These are:

1. Observation
2. Notebooks
3. Slip test
4. Project work

Formative assessment is conducted for 50 marks out of which sliptest, notebooks and project work are allotted 10 marks each and 20 marks for observation.

Children performance is assessed during each term. This is not a single day activity; it is a cumulative account of what has happened in a day- to-day class room transaction.

#### **Criteria for awarding marks under each tool:**

**Observation:** The oral performance of children related to classroom activities which cover the academic standards i.e., listening and speaking, reading comprehension and their indicators should be considered while awarding marks.

**Notebooks:** The written performance of children related to conventions of writing, vocabulary and the indicators should be considered while awarding marks.

**Slip Test:** This test should be conducted without giving any prior notice to children. This test should cover the targeted academic standards and should be based on day to day classroom transaction.

The following are the evidences for awarding marks:

- Teacher's unit cum period plan that reflect children's performance.
- Big books or other products evolved in groups through collaboration
- Scripts of Slip Test

#### **Summative Assessment**

There will be a two Summative Assessments in an academic year. The test is for 50 marks. Out of these, 30 marks are allotted to oral test and 20 marks are allotted for written test.



# Learning Outcomes

Child learns all these ....

## ENGLISH CLASS I

Listens in English and responds in home language to simple classroom instructions.

Uses formulaic expressions (greetings, requesting, sorry, thank you etc.

Listens and responds to simple conversations, descriptions and simple narrative.

Names the familiar objects in his/her immediate surroundings.

Writes legibly his/her name, school name objects around him/ her.

Writes simple words like a pen, bat, rat, bus etc.

Talks about self / situations/ pictures/images in English / home language.

Draws pictures and writes the letters of alphabet and few words graphically.

Recognizes the alphabet and reads a few words/ short sentences with help of pictures and reads them graphically.

Uses the words related to his/her daily routine and action words of daily life.

Recites simple poems/rhymes with actions.



పాఠశాల విద్యా శాఖ,  
తెలంగాణ ప్రభుత్వం



एन सी ई आर टी  
NCERT

**List of Some Common Words****Relations**

mother

father

brother

sister

grandmother

grandfather

uncle

aunt

cousin

**Colours**

red

blue

pink

black

white

green

orange

purple

brown

**Flowers**

lily

jasmine

lotus

daisy

rose

marigold

sunflower

hibiscus

Vegetables	Fruits	Vehicles
brinjal	banana	bus
tomato	grapes	car
potato	apple	van
bittergourd	orange	auto
cucumber	guava	train
beans	watermelon	helicopter
lemon	strawberry	aeroplane
pumpkin	sweet lime	ship
peas	papaya	boat
lady's finger	pomegranate	motor cycle
cabbage	custard apple	lorry
cauliflower	peach	bullock cart
onion	plum	truck
carrot	cherry	jeep
beetroot	coconut	scooter
radish	pineapple	cycle

**Food Items**

bread  
milk  
jam  
curd  
rice  
curry  
ice-cream  
chocolate  
biscuit  
chapati  
egg  
soup  
cake  
butter  
idli  
dosa

**Animals**

dog  
cow  
cat  
goat  
monkey  
elephant  
squirrel  
rabbit  
horse  
pig  
donkey  
sheep  
giraffe  
lion  
tiger  
camel

**Birds**

hen  
parrot  
eagle  
peacock  
duck  
sparrow  
crow  
swan  
cuckoo  
pigeon  
owl  
crane  
wood pecker  
humming bird  
rooster  
goose